



Accessing Culturally Authentic Texts

Definition of Authentic Texts: Created by the Target Culture for the Target Culture.

Examples: supermarket ads, menus, labels, flyers, classifieds, recipes, signs, CD inserts, articles in a newspaper or magazine, online blogs, movie reviews, etc. ...

Petit déjeuner américain

- °Jus de fruits (mélange de fruits exotiques)
- °Café parfumé très allongé (à la noisette, à l'amande, au chocolat...)
- °Un verre de lait nature ou aromatisé
- °Pancakes, les gaufres, nappés de sirop d'érable, de miel, de confiture, de sucre ou de cannelle
- °Céréales, arrosés de lait froid ou de yaourt
- °Mueslis aux fruits secs, mélange à des compotes
- °Omelettes blanches garnies de légumes ou de jambon
- °Salade de fruits

Petit déjeuner français

TRADITIONNEL

- °Pain grillé beurré
- °Confiture de fraises
- °Café au lait
- °Orange pressée

LEGER

- Pain complet
- °Yaourt nature
- °Demi pamplemousse
- °Thé nature

1. What meal is being described in both ads?
2. Find the words for:
 - cold milk
 - dried fruit
 - a glass of milk
 - coffee with milk
 - plain yogurt
3. What do both Americans and French eat for breakfast? Name at least 3 items.
4. Which menu do you prefer? Why?
5. What helped you to figure out the text?

Possible Extension (on back):

Create a Venn diagram showing what Americans and French eat for breakfast.



Accessing Culturally Authentic Texts, continued

Authentic texts – “those which are designed for native speakers” (Harmer, 1991:185), e.g. the articles in a newspaper or a magazine;

Non-authentic texts – those which have been “written especially for language students” (Harmer, 1991:185), in other words, they have been changed, most often simplified, to suit the requirements of a foreign language curriculum. (Using authentic reading materials in FLT, Maria Nejkova, published by BETA-IATEFL, 2005)

Strategies language learners use to make sense of a text:

1. Rely on visuals and familiarity of content or form
2. Focus on key words and phrases
3. Benefit from redundancy, paraphrasing, re-statement
4. Anticipate (predict) and then verify meaning understood
5. Use organization of the text
6. Use contextual clues
7. Try out inferences (logical conclusions)

Selecting and using a text:

- Select a **short authentic** text that is
 - >stage and level appropriate,
 - >accessible at some level to all students
 - >a cultural primary document
 - >aligned with your unit objectives
- Decide what students should know after reading (listening to, viewing) the text.
- Determine what students should be able to do with the information once they have finished the text.
- Plan follow-up activities to extend knowledge, varying tasks to accommodate students at various levels of proficiency.

*** For a novel or longer text:

- Choose a significant, short segment for close reading strategies
- Teach students to use the strategies independently



Step 1: Descriptive Organizer: Salade niçoise

Salade niçoise rapide	Criteria	Salade Niçoise: l'authentique Niçoise
	Quantité de personnes Temps de préparation Difficulté (facile, difficile) Ingrédients Commentaire: positif ?? négatif ??	

Step 2: Top Hat Organizer: Salade niçoise

Salade niçoise rapide	Salade Niçoise: l'authentique Niçoise
Similarities	

Adapted from: The Core Six :Essential Strategies for Achieving Excellence with the Common Core, by Harvey F. Silver, R. Thomas Dewing, Matthew J. Perin



Strategies for Close Reading of Authentic Texts, part 1

“A close reading is a careful and purposeful reading. Well actually, it’s rereading. It’s a careful and purposeful rereading of a text.”

Dr. Douglas Fisher

Highlighting

1. Read the text like a novel.
2. Highlight all the words you know, including cognates, in one color.
3. Highlight the words you think you know in another color.
4. Reread to see how much more you understand.
5. Write or tell a partner the gist (main idea) of what you have read.

Text-based True/False/Not Stated (Laura Terrill)

- > Read the text.
- > Number the lines of the text.
- > Indicate whether each statement is true, false or not stated according to the text.
- > If true or false, write the number of the line where the information can be found in the text.
- > Possible follow-up activity: Rewrite each false statement as a correct statement.

Reading for the Who, What, Where, When, Why

- Read the text like a novel
- Create a simple chart or graph with this information:
 - Who is the featured person in the article?
 - What event is featured?
 - Where did this occur?
 - When did this occur?
 - Why did this occur? and/ or Why is this important?



Strategies for Close Reading of Authentic Texts, part 2

“Text Rendering Experience” (National School Reform Faculty)

- Read the document for the flow
- Mark the sentence, the phrase, and the word that you think are particularly important for our work.
- First round: each person shares a sentence that is particularly significant.
- Second round: each person shares a phrase. Record.
- Third round: each person shares a word. Record.
- Discuss what you have heard, and share any new insights about the document.

Close Reading of a Text in 5 Steps (Court Allam: iTeach, iCoach, iBlog.)

- After reading the entire text through to get the “flow”:
 1. Number the paragraphs.
 2. Chunk the text.
 3. Underline and circle with a purpose (main idea, repeated words defined words, etc.)
 4. Left margin: What is the gist (main idea)?
 5. Right margin: Write a question// or Draw a symbol.

Save the Last Word for ME (National School Reform Faculty)

1. In a group of 4, each participant reads the text silently, highlighting the most significant idea (for him or her) addressed.
2. The first person identifies the part of the article that s/he found to be most significant and reads it out loud to the group.
3. The other three members of the group respond to the message, saying what it makes them think about, what questions it raises for them, etc.
4. In three minutes (or less) the person who began has the “final word”, stating why s/he chose that idea and to respond to or build on what s/he heard from the other participants.
5. The same pattern is followed until all four members of the group have had the opportunity to be the presenter and to have “the last word”.



Reading a Text

Pre-reading activities:

- Predictions of what the reading is about based on:
 - the title
 - the names of characters
 - an illustration
 - selected vocabulary
- Brainstorm words to fit the theme.
- Survey based on information in the reading.
- Categorize words selected from the reading.
- K-W-L or K-W-Q chart based on the theme of the reading.
- Graffiti Wall with statements about the theme of the reading to which students respond with what they know about the statements.
- Illustration of words selected from the reading.

Through reading activities:

- Skimming through reading to identify specific terms or information
- Highlighting known words
- True/False/Not Stated activity
- Chart information from the reading
- Identify sentences, phrases, words that support the predictions
- Create/match subtitles for segments of the reading
- Sequence information from the reading
- Answer questions (who, what, how, where, when, why)
- Match information from the reading
- Identify extended language to add detail

Beyond reading activities:

- Summarize information from the reading
- Debate issues raised in the reading
- Tell the story in your own words
- Identify characters, point of view, style of writing, etc.
- Double-sided entry journal of key passages from the beginning, middle and end of the reading.
- Link the reading to other skills, such as writing, speaking, drawing
- Check out the list of "Writing Tasks" for more ideas!